

in unison, must develop self-reliance, perseverance, self-control if doing has any meaning in it at all. How soon, for instance every pupil, in the workshop sees the consequence of his errors whether they be due to ignorance or carelessness. No room for luck, a sufficient cause for everything. If any one of the co-workers makes a mistake the pieces won't fit. The error is visibly and concretely traceable to its specific source. The workshop is a little world in which the failure of one has a hindering effect on all, and in this way the pupil may learn that every wrong is at once an injury to society and a permanent loss to its author.

My argument in behalf of Manual Training, then, is not less of the objective, not less of words but more of things, not less of theory but more of the practical, not less of sentiment and imagination but more of the concrete. For I am firmly persuaded that an education that will fit children to enter into a life of close and sympathetic contact with the objective world, understanding its laws and controlling its forces, is at the same time an education that will strongly stimulate them to seek after the higher things. Perhaps some one will say that the live, earnest teacher can attain under our present system all the ends which I have commended in connection with Manual Training. Probably he can; but the way is not easy for him. He is working against odds; there is a loss of power; nevertheless, while it would be a great aid and a quite practicable feature to have laboratories and workshops in connection with schools in cities and towns, a good deal may now be done by teachers who sympathize with these ideas. Reforms must begin with ourselves and not with the authorities at head quarters. If we have an ideal in our work, let us amplify one power continually by adding to our knowledge. We shall

then see there are some improvements we may make without transgressing the Public School Regulations.

Drawing is Manual Training; but do we teach it in a way to develop the constructive faculties of our pupils, or is it simply a copying of straight lines and curves whether from engravings or objects? Then we have provision for writing, object lessons, physiology, hygiene, arithmetic, geography, etymology etc., all subjects in which there is grand scope for object-teaching. In addition to this the Education Department has practically placed Friday afternoon of each week at the disposal of the teacher to arrange such programme as he sees fit. After all, the chief factor needed is our own desire and fitness for the work. If we really want object teaching we may have much of it next week, and along with it considerable real Manual Training too. Let us know that the trustees and the people are ready to give us any aid and opportunity of which we can render reasonable account.

The objective side of education commends itself to us as one still sadly neglected, one of remarkable possibilities, one that when wisely incorporated with our present modes of school work will afford a more unique and perfect system of popular education than any that has yet arisen; a system that will fit the young people of our land for a larger and more fascinating life than we ourselves are competent to enjoy; an education that will develop faculty and energize the soul, sending into society a type of manhood endowed with the faith and the heart-power to enter courageously into the business of life, and gifted with the insight to discern in nature the eternal spirit of wisdom, love and right; a full orb'd man, all the faculties of his being the efficient servants of a good and enlightened will.